

# 3 English Language Arts



# New York Ready Practice



## Part 1: Reading

# To the Student

**New York Ready™—English Language Arts Practice** is a review program for the New York State Testing Program English Language Arts Test. This book contains Part One: Reading for three practice tests. Part One: Reading is the first part of a three-part test. In Part One: Reading of each practice test, you will respond to 35 multiple-choice items. These items ask you about literary and informational passages you will read. The practice passages and items are similar to those you will find on the New York Testing Program English Language Arts Test.

Becoming familiar with the test format will help you succeed on the New York State Testing Program English Language Arts Test. Your teacher will explain how you will do Part One: Reading and how to record your answers. Be sure to follow the directions in Part One: Reading of each practice test. As you complete Part One: Reading, read the passages and answer the questions carefully. Record your answers on your answer form.

Remember to fill in the answer bubbles completely. If you change an answer, you must erase your first answer fully.

While you work on Part One: Reading, use the Testing Tips below. Read these helpful tips carefully. They can make you a better test-taker.

## Testing Tips for Answering Multiple-Choice Questions

- Read each question carefully before you try to answer it.
- Be sure you know what the question is asking you to do.
- Read all the answer choices before you choose your answer. Cross out any answer choices that you know are wrong. Then, fill in the correct answer bubble.
- Read the question one more time. Then check that your answer makes sense.

## CONTENTS

### Practice Test 1

Part One: Reading . . . . . 1

### Practice Test 2

Part One: Reading . . . . . 15

### Practice Test 3

Part One: Reading . . . . . 33

Answer Form . . . . . 51

Illustrated by Leslie Alfred McGrath

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## Part One: Reading

### Directions

Read this story. Then answer questions 1 through 5.

## Lost and Found

by Marisa Jennings

“Will you take your sister for a walk?” Leah’s mother asked Josh.

“Sure, Mom,” Josh said.

Josh helped his little sister put on her pink jacket. Then they set out for the park.

Josh was very careful crossing the street with Leah.

“Always wait for the light and look both ways before you cross,” he told her. He held her hand tightly.

When they got to the park, Josh let Leah play on her own. He watched from a park bench.

As Leah jumped and ran, she saw a small teddy bear on the ground. It had bright eyes and a shiny red ribbon. It was perfect!

Leah had always wanted a teddy bear, but her mother said they could not buy one. Leah picked up the bear. She slipped it under her jacket. Josh had not seen.

Soon, Josh called out, “Leah, time to go.”

“Okay,” Leah said. She was pleased about her secret.

Leah and Josh started down the park path. Coming toward them was a mother with a baby in a stroller. The baby was crying, and the mother was looking on the ground everywhere.



Leah's mood darkened for a moment. But then she smiled. She ran up to the baby and handed him the lovely teddy bear. He stopped crying at once.

"Thank you for finding Teddy," the mother said. She smiled gratefully at Leah.

"You're welcome. I knew how much he would miss this bear," Leah proudly answered.

**1** Who does Leah give the teddy bear to?

- A** Josh
- B** her mother
- C** a baby
- D** no one

**2** Why does Leah **most likely** feel proud?

- A** She plays by herself in the park.
- B** She gives back something she found.
- C** She does what her brother tells her.
- D** She crosses the busy street safely.

**3** Read this sentence from the story.

**Leah's mood darkened for a moment.**

This sentence means that Leah

- A** knows she did a good thing
- B** wants to go home
- C** grows tired
- D** begins to feel sad

**4** Leah is **best** described as a child who

- A** cares about others
- B** wants a teddy bear no matter what
- C** likes to run in the park
- D** does not always do what her mother says

**5** Which statement **best** describes this story?

- A** No events in the story could happen in real life.
- B** All the details of the story could happen.
- C** The events in the story are part make-believe and part real.
- D** The characters in the story are real, but the park is make-believe.

**STOP**

# Directions

Read this article. Then answer questions 19 through 26.

## You Can Make a Model Fossil

by John Pennyworth

Do you know how scientists find out about the past? They look at fossils. Fossils are things left from plants or animals that lived long ago.

Have you ever thought of digging up the past? What would you look for? You can make a model to show what one kind of fossil could look like. Just follow these simple steps.

### You will need:

- one piece of cardboard
- a block of clay
- waxed paper
- a thick leaf or a shell

### What to do:

Step 1 Lay a sheet of waxed paper out on a flat surface. Make sure that the paper covers the whole area you need for working.

Step 2 Put the block of clay on the waxed paper. Then flatten it with your hand. Be sure that it is larger than the leaf or shell and at least  $\frac{3}{4}$  of an inch thick. With your hand, rub the top until it is very smooth.

Step 3 Carefully put the leaf or shell in the center of the flattened clay. Then put a sheet of waxed paper over it. Put the cardboard on top of that and use it to press down evenly on the clay.

Step 4 Remove the cardboard. Take the waxed paper off the clay. Carefully lift the leaf or shell out of the clay. The pattern of the leaf or shell is left in the clay.

This is a model of a type of fossil called an imprint. Soft rocks like clay may capture the imprint of a shell, a leaf, or another part of a living thing. When the rock hardens, a fossil forms.



**Go On**

**19** Which of these items do you use for the **first** time in Step 2?

- A** clay
- B** waxed paper
- C** leaf or shell
- D** cardboard

**20** What do you do **right after** you put the leaf or shell in the center of the clay?

- A** Smooth out the top of the clay with your hand.
- B** Press down with the cardboard.
- C** Cover the clay with waxed paper.
- D** Remove the leaf or clay to see the imprint.

**21** Read this sentence from the article.

**This is a model of a type of fossil called an imprint.**

The word “model” **most likely** means

- A** a plan
- B** a sample copy
- C** a new style
- D** a person

**22** Why did the author **most likely** write this article?

- A** to describe how scientists find fossils
- B** to explain how to make something
- C** to teach a lesson about different types of clay
- D** to give information about shells and leaves

**23** What is the **most** important way an imprint fossil is different from a fossil animal part, such as a tooth or a bone?

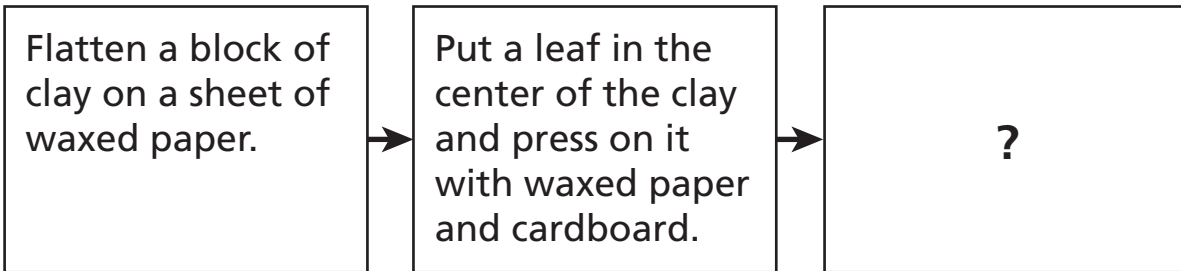
- A** The imprint is hard and long lasting.
- B** The imprint can only be made of shells or leaves.
- C** The imprint does not last as long as a real part.
- D** The imprint is a copy, not a real part.



**24** In which step do you flatten the clay?

- A** Step 1
- B** Step 2
- C** Step 3
- D** Step 4

**25** The chart below shows steps from the passage.



Which step **best** belongs in the empty box?

- A** Lay a sheet of waxed paper out on a table.
- B** Be sure that the flattened clay is at least  $\frac{3}{4}$  of an inch thick.
- C** Remove the cardboard, waxed paper, and the leaf or shell from the clay.
- D** With your hand, rub the top of the clay until it is very smooth.

**26** What is the purpose of the cardboard?

- A** to keep the clay from sticking to the table
- B** to help press down evenly on the object in the clay
- C** to keep the shell or leaf safe before you use it
- D** to hold the clay in place as you flatten it

**STOP**

# 3 English Language Arts



# New York Ready Practice



Part 2: Listening/Writing Mechanics  
Part 3: Reading/Writing



# To the Student

**New York Ready™—English Language Arts Practice** is a review program for the New York State Testing Program English Language Arts Test. This book contains Part Two: Listening/Writing Mechanics and Part Three: Reading/Writing for three practice tests. Part Two: Listening/Writing Mechanics is the second part of a three-part test. In this part of each practice test, you will listen to a passage and then answer questions about that passage. You will also respond to 3 multiple-choice mechanics items. Part Three: Reading/Writing is the third part of a three-part test. In this part of each practice test, you will read two passages and write short and extended responses about these passages.

Becoming familiar with the test format will help you succeed on the New York State Testing Program English Language Arts Test. Your teacher will explain how you will do Part Two: Listening/Writing Mechanics and Part Three: Reading/Writing and how to record your answers. Be sure to follow the directions in each part of the practice test. As you complete the test, read or listen to the passages and answer the questions carefully. Record your answers to multiple-choice questions on your answer form, and write out answers in your student book.

Remember to fill in the answer bubbles completely. If you change an answer, you must erase your first answer fully.

While you work on Parts Two and Three, use the Testing Tips below. Read these helpful tips carefully. They can make you a better test-taker.

## Testing Tips for Answering Multiple-Choice Questions

- Read each question carefully before you try to answer it.
- Be sure you know what the question is asking you to do.
- Read all the answer choices before you choose your answer. Cross out any answer choices that you know are wrong. Then, fill in the correct answer bubble.
- Read the question one more time. Then check that your answer makes sense.

## CONTENTS

### Practice Test 1

Part Two: Listening/Writing Mechanics . . . . .	1
Part Three: Reading/Writing . . . . .	8

### Practice Test 2

Part Two: Listening/Writing Mechanics . . . . .	16
Part Three: Reading/Writing . . . . .	22

### Practice Test 3

Part Two: Listening/Writing Mechanics . . . . .	30
Part Three: Reading/Writing . . . . .	36

Answer Form . . . . .	45
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15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

## ***Part Two: Listening/Writing Mechanics***

### ***Directions***

You are going to listen to a story called “A Very Good Friend.” Then you will answer some questions about the story.

You will listen to the story twice. The first time you hear the story, listen carefully but do not take notes. As you listen to the story the second time, you may want to take notes. Use the space below and on the next page for your notes. You may use these notes to answer the questions that follow.

### ***Notes***

## ***Notes***

**STOP**

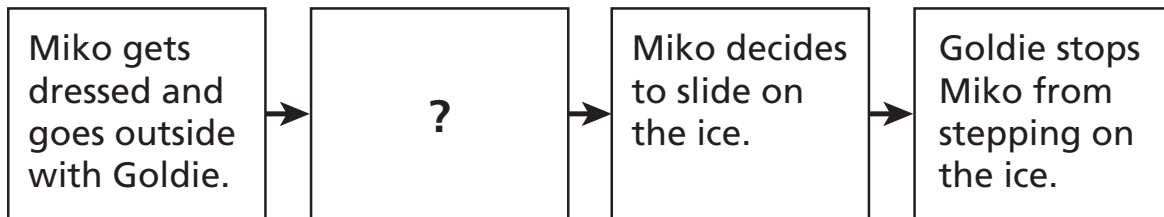
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**Do NOT turn this page until you are told to do so.**

**36** What is the story **mostly** about?

- A** a boy who likes to sneak outside
- B** a dog who warns a boy of danger
- C** a dog who likes to play games
- D** a boy who likes the winter

**37** The chart below shows what happens in the story.



Which sentence **best** completes the chart?

- A** Miko puts on his heavy parka and boots.
- B** Goldie begins barking loudly.
- C** Goldie runs circles around Miko.
- D** Miko sees the pond covered with ice.

**38** Why does Goldie stop Miko from going onto the ice?

- A** She knows that the ice is not safe.
- B** She is afraid of ice and snow.
- C** She does not like Miko to go outside.
- D** She is too old to go onto the ice.

**Go On**



**39**

Which sentence from the story is an **opinion**?

- A** “Miko woke up early one morning.”
- B** “ ‘Let’s go outside, Goldie,’ Miko whispered.”
- C** “What a perfect day, Goldie!”
- D** “He picked up a large stone and threw it onto the ice.”

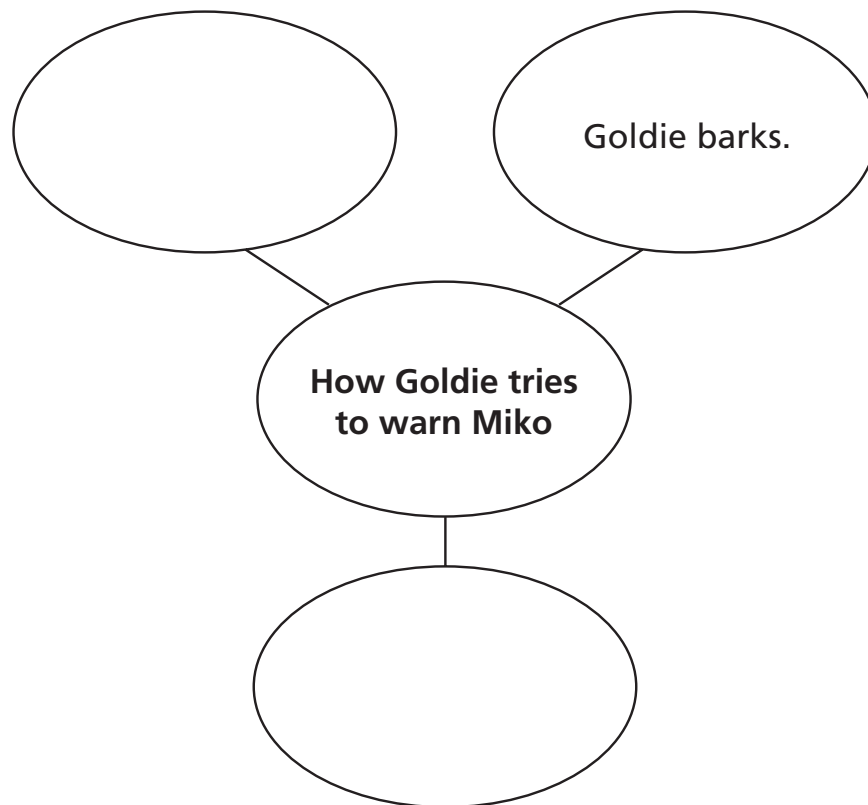
**40**

Which sentence about Goldie is **most likely** true?

- A** Goldie would rather go back to sleep than go outside.
- B** Goldie thinks Miko is too young to be playing outside alone.
- C** Goldie does not want to wake Miko’s parents.
- D** Goldie loves Miko and wants him to stay out of danger.

**41**

The web below shows how Goldie tries to warn Miko about the ice. Complete the web with details from the story. One has been done for you.



**42**

How does Miko feel about Goldie's actions? How does he show how he feels? Use details from the story in your answer.

How Miko feels about Goldie's actions: \_\_\_\_\_

\_\_\_\_\_

How Miko shows how he feels: \_\_\_\_\_

\_\_\_\_\_

**43**

Miko can be described as someone who is not very careful. Give **two** examples from the story that show he is not very careful.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**STOP**

# Directions

Answer questions 44 through 46.

44

Choose the sentence that is written correctly.

- A I like to travel to New York City. My dad and my brother julian take me.
- B I like to travel to new york city. My dad and my brother Julian take me.
- C I like to travel to New York City. My Dad and my Brother Julian take me.
- D I like to travel to New York City. My dad and my brother Julian take me.

45

Which of the below sentences is punctuated correctly?

- A I had a very calm afternoon yesterday!
- B The watermelons are growing quickly?
- C Is Garrison ready to come outside?
- D Who knew spider webs were so sticky.

46

Read the sentence below. Choose the phrase that **best** fits in the blank.

\_\_\_\_\_ **like to ride our bikes after school.**

- A My sister and me
- B My sister and I
- C Me and my sister
- D I and my sister

## Part Three: Reading/Writing

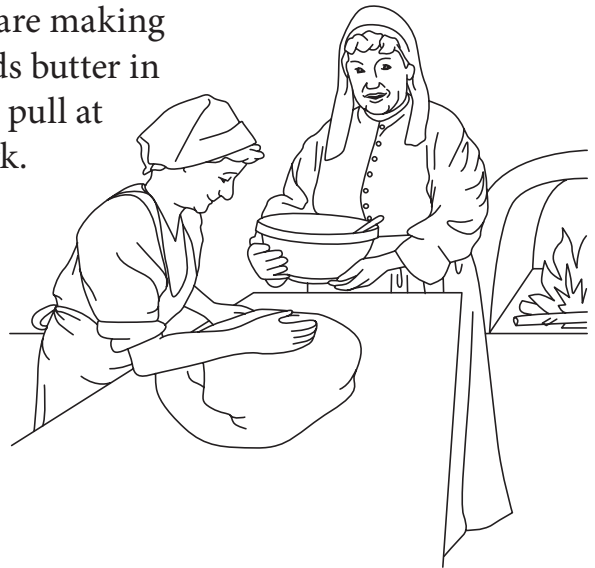
### Directions

Read this article. Then answer questions 47 and 48.

## LIVING HISTORY

by Lisa Clode

You walk into a house. Inside, some women are making bread. One woman builds a fire. Another spreads butter in pans. Two women are kneading. They push and pull at hunks of dough. They all tell stories as they work. They speak with a strange accent. They wear dresses with many layers of skirts. Have you walked into the past? It might seem like it. But you're still in the present. What happened? You've just walked into living history.



What is living history? It's a little like playing pretend. But this kind of pretending is also real. Living historians perform real scenes from the past. They use real items from long ago. They dress like people really dressed. They use real tools. They make food people really ate. Living history helps us understand the past. It shows us what things were really like "way back then."

Way back when? Living history can be from any time or place. This includes ancient Egypt and Rome. It also includes the early United States. Sometimes, living historians act like regular people from the past. This shows what everyday life was like. Other times, they show us famous scenes from history. An actor might perform a famous speech. Whole armies might act out a famous battle.

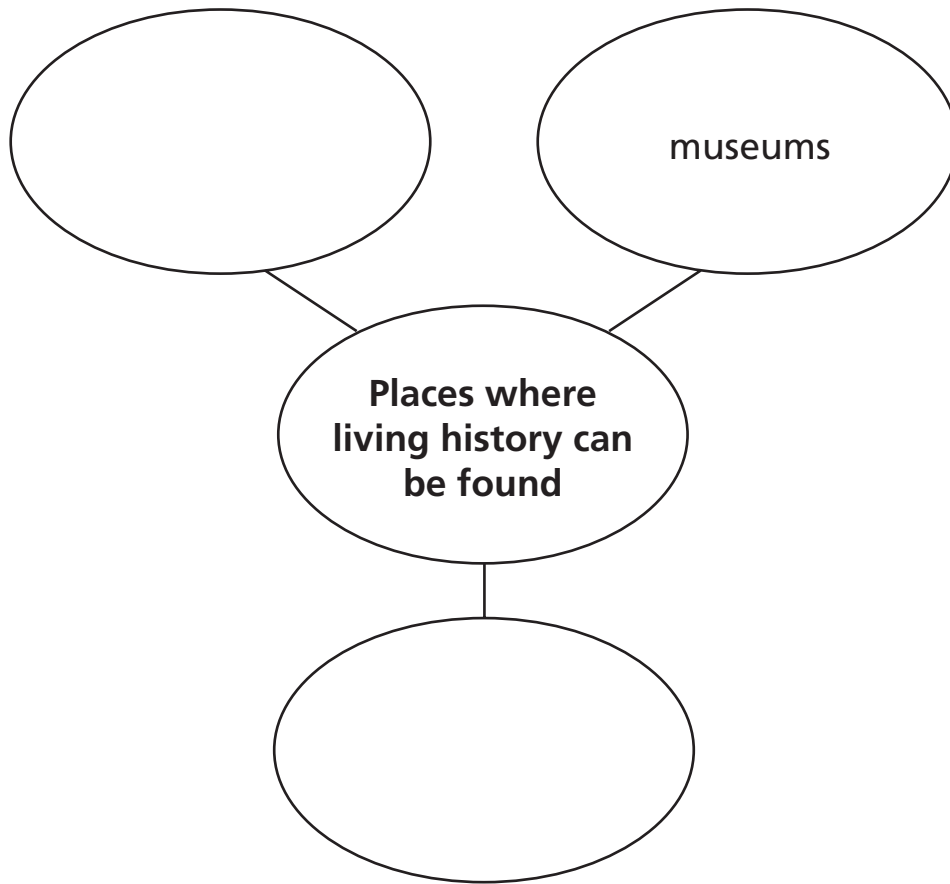
Where can you find living history? Some living historians work in museums. They dress and act like people from the past. Real places from the past can be stages for living history. This includes old homes and battlegrounds.

You don't have to go anywhere to find living history. You can make it yourself. As you learn about history, think of ways to bring the past to life. How did people dress? What did they eat? How did they speak? If you know these things, you can be a living historian, too!

**Go On**

47

The web below shows places where living history can be found. Complete the web with details from the article. One has been done for you.



48

According to the article, living history is like playing pretend. List **two** ways that living history is like playing pretend.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_